

**RHODE ISLAND DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL NEEDS**

**SCHOOL SUPPORT SYSTEM REPORT AND SUPPORT PLAN FOR
THE BARRINGTON SCHOOL DISTRICT**

FEBRUARY 12-16, 2001

SCHOOL SUPPORT SYSTEM

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with disabilities. The School Support System model is designed to promote the involvement of the whole school district, regular educators as well as special educators and parents. It is designed to learn if the district meets the minimum regulations and what effects the programs and services have on student performance. Finally, the SSS develops a support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site visit and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with disabilities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with disabilities. The RIDE staff compiles a preliminary summary of their analyses of these data.
- Presentation by the LEA and School Site Visit The site visit begins with a presentation of programs by teachers and staff. The presentation provides the visiting team with general and specific information on delivery of programs and services to students. Following this presentation, visits to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. the team gathers sufficient information and works with the LEA personnel to generate a report covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with disabilities
 - The quality and effectiveness of programs and services provided by the district
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team and the LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some fourteen categories, from school improvement to the least restrictive environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as ways that RIDE will assist the district to improve programs and services.

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1. SCHOOL IMPROVEMENT

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	The Barrington School District has been engaged for a number of years in a comprehensive process of district-wide and school planning. The mission of the Barrington Public Schools is to	Interviews Document Review	

	<p>prepare students to become knowledgeable citizens, who contribute to an ever-changing global society, by providing its students with an outstanding education driven by a dynamic curriculum, a dedicated staff and a committed community all constantly striving for excellence. In order to achieve this mission, the following objectives are being implemented through the strategic process:</p> <ul style="list-style-type: none"> • By 2003, 90% of students in grades 4, 8 and 10 will meet or exceed the standard established by RIDE in mathematics and language arts. • By 2003, all students graduating with a diploma from Barrington High School will meet or exceed the Barrington Graduation Outcomes. • By June 2002, 100% of the instructional staff will demonstrate instructional competence as measured by the Barrington Appraisal Program. • By 2001, Barrington will increase the application/utilization of technology in the curriculum by 50% over the 1998-1999 level. • By 2003, 90% of defined facility/space, and 85% of all furnishing deficiencies will be corrected. • By 2003, all students K – 12 will demonstrate understanding of multiple cultures and the relationships to global issues. 		
Performance	Barrington will be developing action plans for their district-wide strategic plan in the spring of 2001. Members of each school's improvement teams will participate in this process to ensure that the action plans for the schools and district are aligned and support each other.	Staff Interviews Document Review	
Performance	All schools have active school improvement teams which meet regularly. Each SIT has developed multi-year school improvement plans that are operationalized by action plans. The teams consist of parents, educators and community representation. Most SITs have members that include a special education teacher or parent with a child with special needs.	Staff Interviews Document Review	
Performance	Barrington has developed curriculum frameworks in grade clusters for K-12 that are aligned to the RI Standards and Assessments in 9 content areas including language arts, math, science, social studies, technology, health, art and music. The next step for the curriculum teams is to develop frameworks for each grade level.	Staff Interviews Document Review	
Performance	A system of teacher appraisal is in place for tenured and nontenured teachers. This process includes the development of individual professional goals along with classroom observations. A comprehensive manual has been developed that defines the teacher appraisal process and includes performance standards and	Staff Interviews Document Review	

	job descriptions.		
Performance	All of the Barrington schools are members of the Focus School Network. The content of this work is math problem solving and writing, while focusing on aligning standards with curriculum and instruction.	Staff Interviews Document Review	
Performance	All elementary schools demonstrate students based instruction, team teaching and differentiated instruction.	Staff Interviews Document Review	
Performance	The Barrington School District has developed a web-site that is dynamic, user friendly, accessible, and includes information on the district and school level.	Staff Interviews Document Review	
Performance	The teacher's contract has an agreement to add one professional day in each of the next three years to a total of 187 working days.	Staff Interviews Document Review	
Performance	The high school NEASC report, SALT report and SIT response to the SALT visit all address the gaps in services to students in special education. The high school administration has worked through curriculum changes to close the special education equity gaps.	Staff Interviews Document Review	
Performance	School principals in every building develop and disseminate a newsletter to staff and parents on a regular basis that includes updates on school-wide programs and activities.	Staff Interviews Document Review	

2. SCHOOL CLIMATE

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	All schools have a warm and welcoming atmosphere. Administration and faculty provide an exemplary, mutually supportive learning community. The teachers are dedicated, enthusiastic and committed to providing the best possible instruction to all students.	Staff Interviews Document Review	
Performance	All schools are focusing on building a professional learning community through collegial collaboration, reflective dialogue and discussion of teaching methods and philosophies of practice.	Staff Interviews Document Review	
Performance	At Sowams and Hampden Meadows, a town meeting is used as a vehicle for community sharing and celebrating. Students and teachers present class projects, science experiments, musical performances, while students provide leadership roles in organizing and leading the town meetings.	Staff Interviews Document Review	
Performance	All of the elementary schools have a building intern to provide extra support to teachers, substitutes in classrooms, and release for teachers to participate in the students IEP meetings.	Staff Interviews Document Review	
Performance	The district has recognized the need for programs that exist beyond the typical school day. After school enrichment programs are offered at all schools.	Staff Interviews Document Review	

Performance	All students receive a student handbook outlining the mission and beliefs of the school, the school schedule as well as school/district rules and regulations.	Staff Interviews Document Review	
Performance	The middle school is divided into 9 clusters, three for each grade and a cluster for United Arts. Looping has been a model used in the last several years. The middle school functions with a 6-day flexible modular schedule. Cluster teachers design scheduling on a daily basis.	Staff Interviews Document Review	
Performance	Special education teachers are assigned to specific clusters depending on the grades of the students on their caseload. If a resource or self-contained teacher has 6 th , 7 th and 8 th grade students they may be assigned to three clusters and participate in cluster meetings on a rotation or as needed basis.	Staff Interviews Document Review	
Performance	The high school Senior Project is a model program and involves the full participation of students in special education. The initiative has brought the entire school together as a community and provides benefits to students pursuing employment and post secondary education options.	Documents Observation Staff Interviews	
Performance	Any time a cluster at the Middle School needs additional team planning the principal has made a commitment to secure all necessary substitutes for this planning time. To date, getting substitutes has not been an issue.	Staff Interviews Document Review	

3. GOOD TEACHING PRACTICES

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	Nayatt School has received a grant through the East Bay Regional Diversity Learning Needs Team to improve reading skills. Classroom, Resource, and Reading Teachers along with Speech Pathologists work together with the goal of providing varied learning activities in the classroom to help at risk learners develop integrated reading and writing skills.	Staff Interviews Document Review	
Performance	At all schools, good teaching practices consist of: <ul style="list-style-type: none"> • inclusion of students with disabilities, • knowledge of how to provide accommodation and modification for diverse learners, • acceptance of all kids by general education teachers, • collaborative team teaching at all grade levels, 	Staff Interviews Document Review	The Barrington School District will continue to provide professional development opportunities for all teachers in the area of accommodation for diverse learners. Timeline: September 2001
Performance	District-wide, the elementary and middle schools are implementing the KITES science programs. Materials and teacher professional development are provided by the East Bay Educational Collaborative.	Staff Interviews Document Review	
Performance	Although common-planning time is provided for grade level and	Staff Interviews	The principals and staff in the Barrington School

	across grade teams at some schools (Hampden Meadows, Primrose Hill, Sowams, and middle school,) it is not available in schools across the district. (Nayatt and high school).	Document Review	District will initiate, or continue and strengthen common planning time for teachers in their schools. Timeline: September 2001
Performance	Primrose Hill School offers a summer program, The Kids Time Program, designed to help students maintain their academic skills and support social development.	Staff Interviews Document Review	
Performance	An assistive technology team has been created in district to complete evaluation recommendation and provide ongoing technical assistance for teachers.	Staff Interviews Document Review	
Performance	Each of the elementary schools offer a variety of program options at each grade level; multigrade, looping and traditional classes. A child is placed in one of these programs based on parent choice.	Staff Interviews Document Review	
Performance	Barrington has a district-wide enrichment model that includes cooperative planning between the enrichment specialist and teachers, recommendations of enrichment materials, curriculum compacting and team teaching with the enrichment specialists.	Staff Interviews Document Review	
Performance	A community summer recreation program was developed in partnership with the Barrington Town Recreation Department. This program provides extended school year services to children with special needs through an integrated program of tutorial services, behavioral programs, related services, community integration skills and recreational activities.	Staff Interviews Document Review	
Performance	Sowams is participating in the National School Reform Faculty (NSRF), a professional development program that focuses on building collegial relationships, reflective practice and rethinking leadership in restructuring schools to enhance student achievement. As part of the NSRF, a Critical Friends Group of teachers and administrators are committed to working together on a long-term basis toward improved learning.	Staff Interviews Document Review	
Performance	At the Sowams School, teachers have developed a parent partnership through offering to families a Saturday seminar entitled "Your Child's Educational Journal: A Home-School Partnership." The focus of the workshop addresses the literacy and math skills that their child will be learning.	Staff Interviews Document Review	
Performance	At the middle school, some teachers use self-designed study guides to assist all students in the study process. There were some communication concerns between general education and special education teachers in regard to how many days before a test the study guide should be given to the special education teacher for the purpose of assisting the student for test preparation. General education teachers had issues with test security.	Staff Interviews	Through professional development, staff at the middle school will be clear about the district's practice for test preparation and study guide development. Timeline: September 2001
Performance	At the middle school, each cluster has its own newsletter that goes home with the students detailing activities and upcoming	Staff Interviews Document Review	

	events within the cluster.		
Performance	At the middle school, each cluster develops a schedule so that students have opportunities on most days of the week for after school help from members of the team. Late bus transportation is also available.	Staff Interviews Document Review	
Performance	<p>Inclusion practices at the high school show priorities for meeting LRE:</p> <ul style="list-style-type: none"> Co-teaching is implemented in several content areas; however, common planning time and the role of the special education teacher need clarification. Modified grades for students participating in general education classes needs clarification. A continuum of courses and electives accessible to students in special education needs to be expanded in the general curriculum (especially in science, family and consumer science and math. 	Staff Interviews Document Review	<p>The Barrington School District will provide professional development to clarify the co-teaching role of the special educator and address issues of grade modification, common planning time and expansion of courses and electives.</p> <p>Timeline: September 2001</p>
Performance	Transition initiatives at the high school demonstrate best practice, in particular the Career I and II courses and the curriculum design for the moderate/severe self contained classroom.	Observation Staff Interviews	

4. EDUCATIONAL PROGRAM OPTIONS

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	All schools in the district provide a variety of programs, special events and activities that target the diverse needs of all students.	Staff Interviews Document Review	
Compliance	Barrington has formed partnerships with the community and business in order to ensure that students are able to succeed in school. At this time, no formal interagency agreements have been developed.	Staff Interview Document Review	<p>The Barrington School District will develop formal inter-agency agreements targeting the areas of early childhood, mental health and transition.</p> <p>Timeline: September 2001</p>
Performance	Barrington is committed to providing educational programs in district for students with special needs. Plans are under way for a new classroom to be opened this fall for children with autism who presently are placed out-of-district.	Staff Interviews Document Review	<p>The Barrington School District will provide training on working with children with autism for targeted professionals. The Department of Education will provide assistance for this professional development.</p> <p>Time: September 2001</p>
Performance	At the middle school and high school, there is the Alternative Learning Program designed for students with emotional/behavioral challenges. This program serves 10 students with a teacher, and two assistants. A clinical psychologist consults with the program on a regular basis. Students receive instruction from the ALP teacher in addition to the general education teachers. There is a behavioral intervention program in place and the student, parent, teacher, and psychologist sign a behavioral contract outlining the program rules.	Staff Interviews Document Review	

Performance	At Hampden Meadows and the middle school there is a YMCA extended day program that is designed for and housed at the middle school. This program runs from approximately 2:15 PM - 5:00 PM. The YMCA sends 2-3 adults on a daily basis that supervise the students. It is open to all students for a charge of \$2.00 per day. The school through the Student Council pays for those students for whom it is a financial hardship.	Staff Interviews Document Review	
Performance	Students at Barrington High School are accessing programs at the East Providence Area Career and Technical Center and the Career Academy at the East Bay Collaborative.	Staff Interviews	
Performance	Program Options (ALP, East Bay Career Academy, School to Career Initiative) are retaining students in school that would have otherwise dropped out.	Staff Interview	
Performance	The Barrington High School to Career program is fully accessible to students with disabilities.	Staff Interview	
Performance	Clinical staff from the ALP at the high school is highly regarded and provides support to the team of qualified professionals and direct teacher consultation.	Staff Interview	
Performance	At the middle school, there is a Saturday school program that occurs on an as needed basis in lieu of out of school suspensions. Saturday school is attended from 9:00 AM - 12:00 PM. During this time, the students would complete homework or another approved activity.	Staff Interview Document Review	

5. TEACHER SUPPORT TEAMS (TST)

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	At the middle school, teacher support teams are implemented by each cluster on a weekly basis with a guidance counselor facilitating these meetings. Teachers reported students receiving a continuum of positive behavior interventions throughout the cluster model.	Staff Interview Document Review	
Compliance	At the high school the TST has not been particularly effective because of an inconsistent meeting schedule and the availability of team members. A new facilitator has been identified. General Education teachers at the high school are not clear about the role of the TST, or how to access it.	Staff Interview	The Barrington School District will provide professional development on the role and function of TST along with ongoing support with the new facilitator. Timeline: September 2001

Performance	Elementary schools K-5 have active teacher support teams that meet regularly to develop interventions for students experiencing behavioral and academic difficulties, which the staff reports to be effective and useful.	Staff Interview	
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6. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	At the middle school, out of school suspensions is used as a last resort and for severe violations (i.e., drug/alcohol and weapons). Students can complete an in-school suspension after school (2:15 - 5:00 PM) or the Saturday School Program.	Staff Interviews Document Review	
Performance	At the high school, out of school suspensions are used for violations of some conduct. Students with disabilities are proportionally recorded in the suspension numbers. Repeat violators are referred to qualified professionals.	Staff Interviews	
Performance	In house suspension is an option for students in the ALP but is not available for other students.	Staff Interviews Document Review	
Performance	The ALP teachers are unclear about the fact that the school administrators records "therapeutic leave" as a suspension.	Staff Interviews Document Review	A system will be developed to support communication between the ALP teacher and administrator on the issue of therapeutic leave and suspensions. The Special Education Director will facilitate this process. Timeline: September 2001
Performance	At the high school, students have access to the guidance department especially for higher education options	Observations Staff Interviews	
Compliance	Age range is more than four years in the self-contained classroom at the high school.	Staff Interviews	The Barrington School District will request a waiver from the Department of Education for this classroom. Timeline: March 2001

7. EVALUATION

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	The evaluation team has recently become school-based and provides opportunity for teachers to participate in the process.	Staff Interviews	
Compliance	Evaluations updated 12/99, but team did not meet to review until 9/00	JS 7	The Barrington School District will provide assurances that timelines are in compliance with the RI Special Education Regulations. Timeline: September 2001

Performance	Teams of professionals worked together to develop eligibility and exit criteria for learning disabilities and speech.	Staff Interviews	
Performance	At the high school, the occupational therapist has been utilized to examine community based work experiences.	Staff Interviews	

8. INDIVIDUAL EDUCATION PLAN (IEP)

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Compliance	No documentation of progress towards IEP goals noted on IEP.	JS 1-4, 6,7 JS 5,8 except OT BB 1-10 JK 1,2,3,5,6 SW 2 except OT, 3,5	The Barrington School District will provide assurances that a system is implemented to document progress of student's IEP goals that is in compliance with the RI Special Education Regulations. Timeline: September 2001
Compliance	No vocational assessments	JK 1, SW1	The Barrington School District will provide assurances that vocational assessments will be administered in compliance with the RI Special Education Regulations. Timeline: September 2001
Performance	District-wide, the special education teachers report complete access to the general education curriculum and materials.	Staff Interviews Observation	
Performance	Across the district, the general education teachers and administrators regularly participate in IEP meetings are clear in their role in the IEP process.	Staff Interviews Document Review	
Compliance	Students interviewed at the high school did not clearly understand the purpose of the IEP and their role in developing goals for themselves.	Student Interviews	The Barrington School District will provide professional development at the high school to ensure the students' role in the development of the IEP. The Special Education Director will facilitate this professional development. Timeline: September 2001
Compliance	Students and teachers at the high school were unclear about the age of majority requirements and procedures related to the IEP.	Student/Teacher Interviews	The Barrington School District will provide professional development at the high school on the age of majority requirements and procedures related to the IEP. The Special Education Director will facilitate this professional development. Timeline: September 2001

9. LEAST RESTRICTIVE ENVIRONMENT

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	A range of exemplary inclusion practices exists within the district across all grades	Staff Interviews Document Review	
Performance	The majority of students who are self-contained attend a minimum of one general content area of education (science, social studies, and math).	Staff Interview Document Review	
Compliance	The district provides educational placements for preschool children in community early childhood programs to provide an inclusion setting for young children with special needs. The district has several self-contained preschool half-day programs that provide educational placements where some students have no opportunity for inclusion.	Staff Interviews Document Review	The Barrington School District will explore options for providing a continuum of least restrictive environments for preschool children with special needs in compliance with the RI Special Education Regulations. Timeline: September 2001

10. TRANSITION (Procedures, IEP Development and Implementation)

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	District-wide, general and special education professionals meet in the summer to address IEP goals and objectives to ensure transitional success.	Staff Interviews Document Review	
Compliance	Some parents at Barrington High School are unclear about the options for their child after graduation.	Parent Interviews	The Barrington School District will coordinate efforts with the RI Parent Information Network to improve outreach to families on information regarding options for their child after graduation. Timeline: September 2001
Performance	The elementary schools provide a number of transition activities to assure student success in moving from grade to grade, or building to building. Transition activities include individualized site based orientations, cross grades and schools, and special activities for all students and families.	Staff Interviews Document Review	
Performance	There is an extensive five-six week transition program in place for fifth grade students entering the middle school. The Administration and guidance department visit the elementary schools and speak to every fifth grade class. The sending teacher also completes an academic informational sheet on the student. There is also a parent night where the school's cluster process and flexible scheduling is explained. Parents can request a particular cluster and every effort is made to honor that request. Parents complete an informational sheet on their child.	Staff Interviews Document Review	

Performance	The social worker at the middle school collaboratively works with Hampden Meadows School to target students who may have difficulty transitioning to the middle school. These students visit the middle school every Friday for approximately 6 weeks. During this time they tour the school and meet with a variety of school staff. This support is also provided for targeted students transitioning to the high school.	Staff Interviews Document Review	
Performance	There is also a transition program in place for the 8 th grade students entering the 9 th grade. This involves sharing of relevant information with the high school and having the student visit the high school and participate in the informational sessions offered there. The high school Special Education Department meets over the summer to ensure appropriate student placement.	Staff Interviews	
Compliance	Transition planning and services (16-21 years old) are evident at the high school. The level of details in the IEP and student knowledge about the purpose of the plan varies significantly.	Staff Interviews	The Barrington School District will provide professional development to the IEP team. The Special Education Director will facilitate this professional development. Timeline: September 2001
Performance	A school-based, comprehensive system for meeting student's transition needs (16-21 year old) has been formalized and is in the process of ongoing development.	Staff Interviews	The RI Department of Education will work with the Barrington School District to review future directions and potential resources. Timeline: September 2001

11. PARENT INVOLVEMENT

INDICATOR	FINDINGS	DOCUMENTATION	
Performance	There is significant parent involvement in the schools, from participation in the district strategic plan, membership on the school improvement teams, leadership through PTO's and volunteering in the classrooms.	Staff Interviews Document Review	
Performance	The elementary schools offer a variety of activities for family participation including family math and science night, fine arts celebration, and educational programs.	Staff Interviews Document Review	
Performance	A monthly ADD support group is available to all parents in the district that provides support and education to families.	Staff Interviews Document Review	
Performance	The Local Special Education Advisory Committee is active in the Barrington School District. There is a focus on outreach to engage families; parent education through a series of workshops and support and advocacy for other parents and issues affecting special education students. The SEAC is developing a library of resources for parents through contributions from each of the school's PTOs.	Staff Interviews Document Review	

Performance	Each of the schools develops and disseminates a newsletter to parents to communicate events and solicit support. The Special Education Advisory Committee has utilized these newsletters to inform parents of the SEAC meetings.	Staff Interviews Document Review	
Performance	At the middle school, teachers report extensive communication with parent. Individuals clusters develop a variety of communication methods with parents (i.e., e-mail, weekly progress reports, assignments notebooks, telephone calls, conferences, parent volunteers, etc).	Staff Interviews Document Review	
Performance	Parents have reported that communication with the high school teachers could be improved to be more proactive and positive.	Parent Interviews Document Review	The Barrington School District will provide professional development to special education staff at the high school in the area of ongoing parent communication. The Special Education Director will facilitate this professional development. Timeline: September 2001
Performance	District wide, teachers maintain protocols for communicating with families (progress notes, daily logs, phone calls, parent visitation days) which has a positive effect on students.	Staff Interviews Document Review	

12. PROFESSIONAL DEVELOPMENT

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	The Special Education Department has offered professional development opportunities in the 1999-2000 school year that focused on: Learning Disabilities Identification Criteria, Individual Education Program, and Extended School Year.	Staff Interviews Document Review	
Performance	There is a commitment at the district and school level for professional development, which is viewed as an important strategy in furthering the school reform effort. There is a broad continuum of opportunities for general and special education staff to participate in professional development in the district.	Staff Interviews Document Review	
Performance	A district-wide professional development survey has been developed and disseminated to all staff in order to determine priority areas for district and school-level professional development. A district-level professional development committee is being formed to guide this work.	Staff Interviews Document Review	
Performance	Staff report a need for professional development in the following areas: ADHD, aligning IEP's to standards, changes in special education regulation (for both special education and general education teacher) inclusion strategies, accommodating diverse learning in the general	Staff Interviews	The Barrington School District will provide ongoing professional development in these areas. The Special Education Director will coordinate these with the district-wide offerings of professional development.

	education classroom, identifying and supporting children with emotional and mental health needs in general education programs.		Timeline: September 2001
Performance	Barrington has developed a peer-mentoring model to support new teachers and teachers that are new to a school building. By pairing veteran teachers with new teachers, ongoing support is provided with the goal of developing instructional strategies to improve student learning.	Staff Interviews Document Review	
Performance	At the high school, the special education teachers indicate that training for teacher assistants in the role and function of supporting students in the community work setting is a need.	Staff Interviews	The Barrington School District will provide training for teacher assistants. The Special Education Director will facilitate these trainings. Timeline: September 2001
Performance	Administrators and staff reported a high level of satisfaction concerning the professional development opportunities through the East Bay Educational Collaborative.	Staff Interviews	
Performance	The Teacher Assistant Training Program -TEAM- has been developed in Barrington, based on the State Performance Standards. A TA job description and evaluation protocol has been developed within an instructional TEAM model to support student learning. In addition, job-embedded professional development is provided related to each T.A. work assignment. This model was piloted with one team in each of the schools and is presently being implemented across the district.	Staff Interviews Document Review	
Performance	At Hampden Meadows and the middle school, throughout the year there are school based in-service days where the faculty focuses on collaboration and collegiality.	Staff Interviews	

13. PROCEDURAL SAFEGUARDS

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Compliance	No indication that parent received information on the local advisory committee	JS 1-9, BB 1-10 JK 1,2,3,5,6,8	The Barrington School District will develop a system to ensure that all families receive information on the Local Special Education Advisory Committee in compliance with the RI Special Education Regulations. Timeline: September 2001

14. FACILITIES

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Compliance	At the middle school, the two social workers (who serve different schools) and the physical therapists have three offices in the same area. They have one phone between them and one of the social worker's office does not have a phone jack. This creates issues of privacy and confidentiality.	Observation Staff Interviews	The Barrington School District will provide assurance that appropriate space is provided. Timeline: September 2001
Compliance	At Nayatt the space for OT and PT is in a closet off of the gym with only one exit. The majority of PT and OT is provided in an inclusive model, however, there is no space for therapy outside of the classroom.	Observation Staff Interviews	The Barrington School District will provide assurance that appropriate space is provided. Timeline: September 2001
Compliance	At Hampden Meadows, the space for resource/DPT is located in a shared space with a self contained classroom and is adjacent to a music room, with a temporary wall between. This creates distractions and is inappropriate space for testing.	Observation Staff Interviews	The Barrington School District will provide assurance that appropriate space is provided. Timeline: September 2001
Performance	The districts transportation department has been very accommodating in transporting students to work-based learning experiences.	Staff Interviews	
Compliance	At the middle school, a resource teacher and self-contained teacher share a classroom. They use the same room at the same time thus creating space issues.	Staff Interviews Observation	The Barrington School District will provide assurance that appropriate space is provided. Timeline: September 2001